Ministry of Advanced Education

2016/17 – 2018/19 SERVICE PLAN

February 2016

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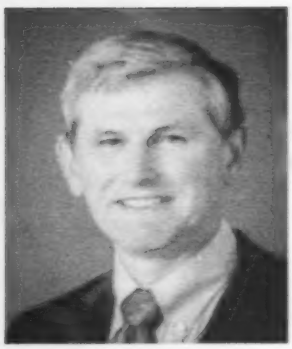
Minister
Accountability Statement



The *Ministry of Advanced Education 2016/17 - 2018/19 Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.

Honourable Andrew Wilkinson
Minister of Advanced Education
February 5, 2016

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Purpose of the Ministry

The Ministry of Advanced Education provides leadership and direction for the world-class post-secondary education and training system in B.C. Through a range of public and private post-secondary institutions, the Ministry plays a key role in ensuring B.C. has the skilled workers needed to capitalize on economic opportunities and meet its labour market needs. The Ministry is responsible for the British Columbia Council for International Education: a provincial Crown corporation that promotes international education in and for the Province of B.C. and supports the International Education Strategy. The Ministry also administers a suite of student financial assistance programs that help eligible students meet the costs of their education. These programs further support the alignment between education and in-demand occupations.

The Ministry is also responsible for Government Communications and Public Engagement (GCPE), which enhances access to government services and information for citizens, while ensuring that their privacy is protected, and that identity information is secured. In addition, GCPE leads the commitment to open government by informing citizens about government policies, programs and services, providing more data online to citizens and directly engaging with citizens on issues and decisions made by government.

POST-SECONDARY EDUCATION

The post-secondary education system in B.C. is comprised of:

- *25 public institutions*
- *20 private and out-of-province public degree-granting institutions*
- *16 seminaries and theological colleges*
- *Approximately 40 Aboriginal controlled institutes*
- *Over 300 registered private career training institutions*
- *About 50 private language schools*

Strategic Direction and Context

Strategic Direction

The Ministry continues to work on key deliverables outlined in the *Minister's 2015/16 Mandate Letter* (see Appendix B) and the *BC Jobs Plan* to contribute to a strong economy and secure tomorrow for British Columbians. The ability of citizens to take full advantage of our growing economy is determined in part by ensuring that the right training is available at our post-secondary institutions in different regions of the province.

To maximize the potential of our existing and future workforce, government is working with post-secondary institutions and other partners to implement actions outlined in *B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training*. This plan outlines actions to ensure a seamless transition from high school through post-secondary education and right into the workforce, matching the skills that B.C. students acquire during their post-secondary education and training programs with labour market needs.

Through actions and commitments in the Blueprint, as well as the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*, the Ministry is working to support Aboriginal learners to succeed in post-secondary education and training programs in B.C. in order to enhance their participation in the social, cultural and economic life of their communities, the province and global society.

The Ministry also continues to advance *B.C.'s International Education Strategy*. Launched in 2012, this four-year strategy encourages a global two-way flow of students, educators and ideas between countries while providing valuable social, cultural and economic opportunities for educational institutions, students and communities in B.C.

At the same time, these efforts respect the value of every dollar provided by taxpayers to post-secondary institutions. The Ministry is working with public post-secondary institutions and the British Columbia Council for International Education to implement the Taxpayer Accountability Principles, taking further steps to ensure budget targets are met and that resources are used in the most efficient manner.

Strategic Context

The world is changing and education must continue to evolve to keep pace. As a province, we need to adapt, seek out opportunities, and respond to key factors influencing change including the economy, skills shortages, globalization and technology.

By 2024, up to one million job openings are expected in B.C., driven by retirements and economic growth. Most of these openings will require some form of post-secondary education and training. Approximately 42 percent of job openings are expected to require college education or apprenticeship training, 36 percent university and/or significant work experience and 18 percent high school and/or occupation-specific training. The province will need to tap into the full potential of its workforce and ensure education and training are relevant to employer and labour market needs including in natural-resource and knowledge-based sectors.

A strong economy and fiscal discipline enable us to achieve a secure tomorrow. Government is working with post-secondary institutions to find ways to bring the rate of future cost growth in line with the rate of revenue growth and to support the long-term financial sustainability of the system. We are working collaboratively with the sector to find opportunities for administrative efficiencies and shared services between institutions that will generate savings while protecting services to students.

Government continues to transition the regulation of private career training in B.C. from a Crown agency, the Private Career Training Institutions Agency (PCTIA), to the Ministry. In 2016/17, the Ministry will assume direct responsibility for the regulation of private career training and PCTIA will be dissolved. This approach will strengthen quality assurance, result in more integrated and effective regulation of private career training institutions, eliminate overlapping processes and reduce the regulatory burden on the sector. See Appendix C for further information about PCTIA.

Goals, Objectives, Strategies and Performance Measures

Goal 1: Students are supported to achieve their education, employment and training goals

Through *B.C.'s Skills for Jobs Blueprint*, Government is re-engineering education and training to provide supports for students to pursue in-demand careers for a strong and diverse economy. As the Aboriginal population in B.C. is growing at more than triple the rate of the non-Aboriginal population, ensuring they have access to post-secondary education and training is crucial to meeting current and future labour market demands. Through these and other key priorities, the Ministry is working to ensure B.C. youth and workers have the skills to be first in line for jobs in a growing economy.

Objective 1.1: Align post-secondary education and training with labour market demand to achieve a highly skilled workforce.

Objective 1.2: Respond and adapt to the diverse and changing needs of students.

Objective 1.3: Increase participation and successful completion of all students.

Strategies

- Continue to implement *B.C.'s Skills for Jobs Blueprint*, including:
  - Alignment of public post-secondary operating grants to support training and programs for in-demand occupations,
  - Investment in infrastructure and equipment for skills and trades training, and
  - Alignment of Student Financial Assistance grants to in-demand occupations.
- Continue funding for programs and services that support learners with disabilities.
- Improve access to digital tools and streamline service delivery for students applying for Student Financial Assistance.
- Continue to implement the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*, including:
  - Funding delivery of post-secondary education and training in Aboriginal communities; and
  - Supporting Aboriginal Service Plans at public post-secondary institutions.
- Advance the development of free digital open textbooks and open education resources.
- Work with the Ministry of Technology, Innovation and Citizens' Services and other provincial ministries and partners on the implementation of the government technology strategy, with a focus on deepening our talent pool.

Performance Measure 1: Overall unemployment rate for public post-secondary graduates

Performance Measure[1,2,3]	2013/14 Actual	2015/16 Target	2016/17 Target	2017/18 Target
Overall unemployment rate for public post-secondary graduates	7.7%	Unemployment rate for youth with high school credentials or less (≤ 10.5%)	Unemployment rate for youth with high school credentials or less (≤ 10.5%)	Unemployment rate for youth with high school credentials or less (≤ 10.5%)

Links to objective: 1.1 - Align post-secondary education and training with labour market demand to achieve a highly skilled workforce.

Data Source: Baccalaureate Graduate Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; Apprenticeship Student Outcomes Survey (2014); and Labour Force Survey (2014).

[1] Actuals and targets align with academic year data.

[2] Target is the unemployment rate for people aged 18 to 29 years with high school credentials or less from the annual Labour Force Survey (LFS). Targets updated to reflect the provincial target in the most recent LFS.

[3] The margin of error for the overall unempoyment rate for public post-secondary graduates was plus or minus 0.3%; for diploma, associate degree and certificate graduates it was plus or minus 0.4%; for apprenticeship graduates it was plus or minus 0.8%; and for bachelor degree graduates it was plus or minus 0.4% (19 times out of 20). Attempts are made to contact all eligible graduates (about 60,000 each year) and a response rate of at least 50% was achieved.

Discussion

One of the major objectives of post-secondary education and training is to enable students to pursue in-demand careers in a range of sectors. This measure reflects the relevance of post-secondary credentials to the marketplace and provides an indication of how successful public post-secondary graduates are in making the transition from post-secondary to the labour market.

The measure compares unemployment rates for B.C. public post-secondary graduates with the unemployment rate for British Columbians aged 18 to 29 years with high school credentials or less. There is a well-observed association between higher education and lower rates of unemployment. The target for this measure is that post-secondary graduates should have a lower level of unemployment than those people with high school credentials or less. Lower unemployment positively affects individuals, families and whole communities as well as overall economic prosperity.

Performance Measure 2: Total student spaces at public post-secondary institutions

Performance Measure	2014/15 Actual	2015/16 Forecast	2016/17 Target	2017/18 Target	2018/19 Target
Total student spaces at public post-secondary institutions[1]	202,885 Target: 201,013	200,851 Target: 200,153	200,153	200,153	200,153

Links to objective: 1.1 - Align post-secondary education and training with labour market demand to achieve a highly skilled workforce.

Data source: Ministry of Advanced Education

[1] Total student spaces include Industry Training Authority full-time equivalents.

Discussion

The number of student spaces at public post-secondary institutions is a measure of education access and capacity. Actual student enrolments reflect student demand, which is influenced by many social and economic factors. Post-secondary enrolment enables learners to gain the knowledge and skills that are required to participate and prosper in both the provincial and global knowledge-based economies. In some years, a combination of high enrollments and flexible delivery enables public post-secondary institutions to enrol more students than the system-wide target.

In 2015, the Ministry invested over $1.9 billion in the post-secondary education system, up from $1.4 billion in 2001. The majority of this investment is provided as operating grants to the 25 public post-secondary institutions in B.C. to deliver educational programs through ministry funded student spaces.

Through *B.C.'s Skills for Jobs Blueprint*, government is re-engineering public post-secondary institution operating grants to align education and training with labour market demand. By increasing the proportion of operating grants and student spaces focused on priority programs, over time, education and training will better align with in-demand occupations needed to meet the labour market needs of B.C.'s economy.

The shift in funding and student spaces focuses on the top 100 high opportunity occupations as listed in *British Columbia 2024 Labour Market Outlook*, as well as priority health occupations, regional labour priorities, Aboriginal people and people with disabilities.

The Ministry adjusted student space targets for institutions which requested target reductions as they align programming with the top 100 in-demand occupations. The Ministry anticipates that actual results for 2016/17 onwards will be higher than the targets as public post-secondary institutions are expected to continue to deliver more student spaces due to current economic and enrolment trends.

Performance Measure 3: Overall credentials awarded to Aboriginal students in the public post-secondary system

Performance Measure[1]	Baseline[2]	2013/14 Actual	2015/16 Target	2016/17 Target	2017/18 Target
Overall credentials[3] awarded to Aboriginal[4] students in the public post-secondary system	2,634	3,241	Progress towards 2020/21 target of 4,609	Progress towards 2020/21 target of 4,609	Progress towards 2020/21 target of 4,609

Links to objective: 1.3 - Increase participation and successful completion of all students.
Data Source: Ministry of Advanced Education and Student Transition Project.
[1] Actuals and targets align with fiscal year data.
[2] Baseline is presented as published in the *Aboriginal Post-secondary Education and Training Policy Framework and Action Plan*, launched in June 2012, based on the most recent data available at that time (i.e. 2009/10).
[3] Includes only credentials with evaluative components. Apprenticeship credentials are awarded separately by the Industry Training Authority (http://www.itabc.ca).
[4] Aboriginal learners are students with Aboriginal ancestry who self-identified in the B.C. kindergarten to grade 12 education system or who self-identified as Aboriginal at a B.C. public post-secondary institution.

Discussion

In June 2012, Government launched the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*. The Framework seeks to increase the number of credentials awarded to

Aboriginal learners by 75% by 2020/21. First introduced in the 2012/13-2014/15 Ministry Service Plan, this measure tracks progress towards this goal.

Goal 2: Maintain a quality post-secondary education system that provides B.C. with a global competitive advantage

High quality post-secondary education for all students in B.C. is critical to maintain a global competitive advantage. Students are increasingly mobile and have access to educational opportunities around the world, both in person and online. For B.C., a commitment to maintaining high quality standards and educational outcomes is key to attracting students domestically and internationally.

The Ministry works in collaboration with the British Columbia Council for International Education, post-secondary institutions, and key ministry partners to implement the actions in *B.C.'s International Education Strategy*. As the current strategy concludes in 2016, we are initiating a refresh through which we expect to build new relationships with partner countries while maintaining existing connections critical to the continued growth of the international education sector in B.C.

Objective 2.1: Increase international participation throughout our education system.

Objective 2.2: Build on current strengths to enhance the quality of the post-secondary education system.

Objective 2.3: Increase collaboration, innovation and partnerships.

Strategies

- Continue to implement *B.C.'s International Education Strategy*.
- Continue to strengthen quality assurance by establishing periodic external reviews of the internal program review processes at public post-secondary institutions
- Improve quality assurance for institutions eligible to host international students.
- Establish and open a School of Traditional Chinese Medicine at Kwantlen Polytechnic University.

Performance Measure 4: International students studying in British Columbia

Performance Measure[1,2,3]	Baseline	2013/14 Actual	2014/15 Forecast[4]	2015/16 Target	2016/17 Target
International students studying in British Columbia	94,000	114,600	125,900	141,000	141,000

Links to objective: 2.1 - Increase international participation throughout our education system.
Data Source: Citizenship and Immigration Canada; Ministry of Education; Public Post-secondary Institutions; and Languages Canada.
[1] Actuals and targets align with academic year data.
[2] Baseline and targets were established in the International Education Strategy, launched in May 2012, based on the most recent data available at that time (i.e. 2009/10).
[3] Includes students enrolled in the kindergarten to grade 12 education system, private language schools, public and private post-secondary institutions.
[4] The 2014/15 Forecast is equivalent to the 2014/15 Target as outlined in the 2015/16 Service Plan.

Discussion

Significant economic, social and cultural benefits accompany the increased global orientation of our education system. International education drives economic growth, creates jobs, fosters research and innovation and helps meet provincial labour market needs. In addition, international students enrich our classrooms, campuses and communities. When British Columbians study or teach abroad, they develop lifelong international connections and global perspectives.

Government launched *B.C.'s International Education Strategy* in May 2012 and set a goal of increasing the number of international students studying in B.C. by 50 percent by 2016. This strategy established a baseline of 94,000 students (based on the 2009/10 academic year), and therefore a target of 141,000 students. Interim targets were also established to measure progress.

The current four year International Education Strategy concludes in September 2016. The release of 2015/16 data will complete reporting on the current Strategy.

Performance Measure 5: Students satisfied with their education

Performance Measure[1]	2013/14 Actual[2]	2015/16 Target	2016/17 Target	2017/18 Target
Students satisfied with their education	93%	≥ 90%	≥ 90%	≥ 90%

Links to objective: 2.2 - Build on current strengths to enhance the quality of the post-secondary education system.
Data Source: Baccalaureate Graduate Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; and Apprenticeship Student Outcomes Survey (2014).
[1] Actuals and targets align with survey year data.
[2] The margin of error for the overall percentage of graduates rating satisfaction with their education was plus or minus 0.2%, for diploma, associate degree and certificate it was plus or minus 0.7%, for apprenticeship it was 0.5%, and for bachelor degree graduates it was plus or minus 0.4% (19 times out of 20). Attempts are made to contact all eligible graduates (about 50,000 each year) and a response rate of at least 50% was achieved.

Discussion

A major objective of the post-secondary system is providing a quality education to students. Assessment by students of their overall satisfaction with their program is one measure of the quality of the system.

Data results are from a survey of public post-secondary students eight months to two years after they complete their programs. This allows students time to reflect on their experiences in education.

Performance Measure 6: Graduates reporting their knowledge and skills developed through post-secondary education are useful in their employment

Performance Measure	2013/14 Actual	2015/16 Target	2016/17 Target	2017/18 Target
Graduates reporting their knowledge and skills developed through post-secondary education are useful in their employment	85%	≥ 90%	≥ 90%	≥ 90%

Links to objective: 2.2 - Build on current strengths to enhance the quality of the post-secondary education system.
Data Source: Baccalaureate Graduate Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; and Apprenticeship Student Outcomes Survey (2014).
[1] Actuals and targets align with survey year data.
[2] The margin of error for the overall percentage of graduates reporting their knowledge and skills are useful in their employment was plus or minus 0.4%, for diploma, associate degree and certificate it was plus or minus 0.5%, for apprenticeship it was 2.0%, and for bachelor degree graduates it was plus or minus 0.5% (19 times out of 20). Attempts are made to contact all eligible graduates (about 50,000 each year) and a response rate of at least 50% was achieved.

Discussion

Training and education programs that are relevant and applicable to the ever-changing labour market needs are critical to ensuring learners have the skills and knowledge to be successful in their chosen career. This performance measure reflects assessment by students of the usefulness of the knowledge and skills acquired during their post-secondary educational experience. It is an indication of how well the programs at public institutions are meeting the needs of both students and the labour market.

Data results are from a survey of public post-secondary students eight months to two years after they complete their programs. This allows students to reflect on their education in relation to their experience in the workforce.

Goal 3: An education and training system that maximizes return on investment and supports British Columbia's diverse communities

Government is committed to further strengthening accountability, improving the management of public funds and revitalizing the relationship between government and public sector organizations through application of the Taxpayer Accountability Principles. This strong focus on two-way communication ensures post-secondary institutions and Crown corporations understand government directions, strategic priorities, expectations, and accountabilities. Through sound financial management and continued efforts to align post-secondary education and training with labour market demand, we are maximizing return on investment.

Objective 3.1: Lead a post-secondary education system that is strong, accountable, transparent, flexible and delivers value.

Objective 3.2: **Foster knowledge development to support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues.**

Objective 3.3: **Use and provide quality information for decision making and better societal outcomes.**

Strategies

- Strengthen accountability, promote cost control and ensure post-secondary institutions and Crown corporations operate in the best interest of taxpayers through the Taxpayer Accountability Principles.
- Continue to maximize the efficient use of public post-secondary administrative resources through the Administrative Service Delivery Transformation Initiative.
- Complete the core review decision for the Ministry to assume regulation of private career training.
- Improve information for students to support their program choices and student financial assistance decisions.
- Develop a single, unified application system in partnership with public post-secondary institutions.
- In partnership with the Ministry of Technology, Innovation and Citizens' Services, invest in research and innovation infrastructure and the development of highly qualified personnel through the B.C. Knowledge Development Fund.
- Successfully conclude all sector contract negotiations in partnership with the Public Sector Employers' Council.

Performance Measure 7: Loan repayment as a percent of income[2]

Performance Measure[1]	2013/14 Actual	2015/16 Target	2016/17 Target	2017/18 Target
Percentage of income used to pay educational debt or student loan payment[2]	5.7%	≤ 8%	≤ 8%	≤ 8%

Links to objective: 3.3 - Use and provide quality information for decision making and better societal outcomes.
Data source: Baccalaureate Graduate Survey and Diploma, Associate Degree, and Certificate Student Outcomes Survey (2014).
[1] Actuals and targets align with survey year data.
[2] Approximately 70% of all eligible public post-secondary students do not make use of BC government student loans.

Discussion

Post-secondary education is an investment for individuals, taxpayers and the province. While the initial investment can be substantial, students who choose to pursue post-secondary studies tend to have lower unemployment rates, higher lifetime earnings and better health outcomes. This measure is an indicator of student success after post-secondary education through their level of earnings and capacity to repay their student loan.

With this measure, data results are from a survey of public post-secondary students eight months to two years after they complete their programs. Students self-report the total amount of debt from government-sponsored student loans and other sources, as well as their income. Monthly debt service

payments as a percent of monthly income approximates the proportion of income an average student might expect to pay towards loan repayment. A lower percentage means that a smaller portion of the monthly income of a student is being spent on educational debt repayment.

A limit of eight percent for non-mortgage credit commitments is often used by lending institutions as a recommended maximum debt load[1]. The Ministry strives to stay well under this threshold. In this context, the average percentage of income used for education debt repayment for most B.C. students can be described as manageable.

The Ministry also monitors repayment rates of borrowers who have accessed Canada Student Loans. The repayment rates[2] for borrowers attending public institutions in B.C. is 90 percent compared to 80 percent for borrowers attending B.C. private institutions in the most recent data available. Repayment rate is an indicator of priority work underway to reduce the cost of defaulted loans – both to the borrowers and taxpayers.

Goal 4: GCPE - Citizens are informed and engaged with government in a way that is inclusive, and builds both trust and quality of life.

Technology is rapidly affecting all aspects of our daily lives. Research tells us that citizens and businesses want more access to government services and information, especially online. They also want better integration across all government services, whether it is in-person, online or on the telephone. In expanding choice and greater access to services online, government needs to ensure that their privacy and information is secure and protected.

Objective 4.1: Communication of government's policies and programs to the public is timely, relevant and readily accessible.

Objective 4.2: Citizens are engaged to provide input and have access to services and information.

Objective 4.3: Expand and improve access to online services.

Strategies

- Provide timely and appropriate information to the media and directly to the public to enable informed debate on decisions taken by government.
- Make it easier to access services and information with on-line and self-service options.
- Enable a consistent user experience for digital services.
- Co-ordinate public engagement initiatives and provide tools to support ministries.
- Expand the range of government data available.
- Make government's internet sites more useful to citizens.

[1] Baum, Sandy and Schwartz, Saul (2006). *How Much Debt is Too Much? Defining Benchmarks for Manageable Student Debt*. New York, New York: The College Board.
[2] Repayment rates represent students that consolidated their loans in 2012/13; measured on July 31, 2014.

Performance Measure 8: Timely response to media inquiries

Performance Measure	2014/15 Actual	2016/17 Target	2017/18 Target	2018/19 Target
Timely response to media inquiries	99.5%	≥ 97%	≥ 97%	≥ 97%

Data source: Government Communications and Public Engagement Communications Offices

Discussion

This performance measure is an average of two indicators from the office of Government Communications and Public Engagement (GCPE) and their ability to provide a timely response to media inquiries: the percent of media inquiries acknowledged within one hour and the percent of media inquiries responded to within the media deadline. By providing timely information to the media, GCPE ensures the public receives the information they need informed debate on decisions taken by government.

In 2014/15, GCPE responded to almost 14,200 media enquiries, and exceeded the target of 97 percent with a measurement of 99.5 percent. For the past seven years, results have exceeded the baseline of 97.76 percent set in 2006/07.

Resource Summary

Core Business Area	2015/16 Restated Estimates[1]	2016/17 Estimates	2017/18 Plan	2018/19 Plan
Operating Expenses ($000)				
Educational Institutions and Organizations	1,832,061	1,856,886	1,884,521	1,912,521
Student Services Programs	70,395	70,374	70,395	70,395
Private Training Institutions	0	1	1	1
Executive and Support Services	20,826	20,371	20,593	20,661
Government Communications	26,732	26,658	26,760	26,766
Strategic Initiatives	11,164	11,211	11,568	11,654
Total	**1,961,178**	**1,985,501**	**2,013,838**	**2,041,998**
Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)				
Executive and Support Services	504	504	504	504
Total	**504**	**504**	**504**	**504**
Capital Plan ($000)				
Educational Institutions and Organizations - Post-secondary Institutions	205,507	307,666	279,941	319,193
Total	**205,507**	**307,666**	**279,941**	**319,193**

[1]For comparative purposes, amounts shown for 2015/16 have been restated to be consistent with the presentation of the 2016/17 Estimates.

*Further information on program funding and vote recoveries is available in the Estimates and Supplement to the Estimates."

Public Universities, Colleges and Institutes
Income Statement Resource Summary

Post-Secondary Sector	2015/16 Forecast	2016/17 Budget	2017/18 Plan	2018/19 Plan
Combined Income Statement ($000)[1]				
Total Revenue	5,525,650	5,658,693	5,796,455	5,938,519
Total Expense	5,446,469	5,586,179	5,731,031	5,879,856
Operating Results	79,181	72,514	65,424	58,663
Gain (Loss) on sale of capital assets	54	2,805	0	0
Net Results	**79,235**	**75,319**	**65,424**	**58,663**

[1] This income statement includes estimates from all public post-secondary institutions. Numbers do not include the elimination entries required to consolidate these agencies within the government reporting entity.

Major Capital Projects

Major Capital Projects	Targeted Completion Date (Year)	Approved Anticipated Total Cost of Project ($ millions)	Project Cost to Dec 31, 2015
Emily Carr University of Art & Design (ECUAD) Campus Redevelopment ECUAD entered into a fixed-price, performance-based partnership agreement with Applied Arts Partners on February 11, 2015 to design, build, finance and maintain the new university campus at Great Northern Way. The $122.654 million project will replace the outdated Granville Island facilities with a new 26,621 square metre facility. Construction began in summer 2015 and is scheduled for completion in early 2017, creating approximately 1,000 jobs during construction. A Project Board provides oversight, and consists of the Deputy Minister and the Assistant Deputy Minister of the Ministry of Advanced Education, the Deputy Minister of Transportation and Infrastructure, the Chancellor and the President of ECUAD, and the President and Chief Executive Officer of Partnerships BC Ltd. The new facilities for ECUAD will further B.C.'s reputation as a destination for world-class post-secondary education by allowing the university to enhance the education and skills training in media, design and art programs in ways that have not been possible due to site constraints of the current Granville Island campus. The new campus will accommodate a minimum of 1,800 students, will be built to LEED Gold certification and will comply with the Wood First Act. Potential risks include development permit activities and design changes. A delay in development permit activities has the potential to impact project schedule and overall project costs. GNWT and ECUAD continue to work with the City to progress the legal requirements required for the issuance of Development Permit. There has been no impact to the project schedule to date. Regarding design changes, the ongoing Community Consultation Process has identified areas where programming is evolving that may require adjustments to the Functional Program. ECUAD and Applied Arts are working towards solutions that result in no material changes to the approved project scope or project budget. Following is a link to Partnerships BC ECUAD Project Report on the AVED website: http://www.aved.gov.bc.ca/publications/	2017	$122.654	$23,998,974

Appendices

Appendix A: Ministry Contact Information

General Inquiries
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Deputy Minister, Government Communications and Public Engagement
Telephone: 250-387-1337
Fax: 250-387-3534

Media inquiries - Government Communications and Public Engagement
Telephone: 250-952-6400
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British Columbia Council for International Education
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Fax: 604-637-6765
E-mail: bccie@bccie.bc.ca

Private Career Training Institutions Agency
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E-mail: info@pctia.bc.ca

Appendix B: Minister's Mandate

In the Premier's annual Mandate Letter to the Minister dated July 30, 2015, the Minister of Advanced Education received direction on strategic priorities for the 2015/16 fiscal year. These priorities are summarized below:

Mandate Letter Direction
1. Balance your ministerial budget in order to control spending and ensure an overall balanced budget for the province of British Columbia.
2. Continue to implement the commitments and actions contained in *BC's Skills for Jobs Blueprint* including the commitment to re-engineer funding for post-secondary training spaces, ensuring that 25 percent of provincial funding is directed to the top 100 in-demand occupations.
3. Ensure the institutions within your portfolio are meeting their budget targets and using their resources as efficiently as possible.
4. Work with the Ministries of Jobs, Tourism and Skills Training and Technology, Innovation and Citizens' Services on the development of a 10-year skills plan for B.C.'s Technology Sector as part of our government's overall technology strategy.
5. In order to maximize taxpayer resources into classrooms, continue to minimize overheads within our publicly funded universities and colleges and, where possible, consolidate functions or programs across different post-secondary institutions in geographically similar regions.
6. Ensure the student loan program is available to students in the trades as well as students in the academic educational stream.
7. Work with Parliamentary Secretary Richard T. Lee and Kwantlen Polytechnic University to establish and open their School of Traditional Chinese Medicine.
8. Working with your colleagues in the Ministries of International Trade and Education to work with the federal government to ensure students wanting to study in British Columbia are not unduly limited by federal immigration processes, and continue to work on implementing our *International Education Strategy*.
9. Continue to expand the number of open textbooks available to British Columbia students in an effort to keep the cost of post-secondary education as affordable as possible.
10. Work with B.C. publicly funded post-secondary institutions to develop a single, unified application system for all post-secondary institutions in the province.
11. Working with the Public Service Employers Council, successfully conclude all contract negotiations with in the sector, within the Economic Stability Mandate as approved by government.

Appendix C: Private Career Training

Background

The *Private Career Training Institutions Act* (the Act), brought into force in 2004, gives the Private Career Training Institutions Agency (PCTIA) authority to regulate private career training institutions in B.C. PCTIA's mission is to support quality education in B.C.'s private post-secondary career training sector through regulating standards and providing protection to students.

As a result of the core review, on April 17, 2014, it was announced that PCTIA's functions and responsibilities were being brought into government. Government expects this to result in strengthened quality assurance, more integrated and effective regulation, the elimination of overlapping processes and reduction of regulatory burden on the sector. The new *Private Training Act* (PTA) was introduced in the Legislative Assembly on February 11, 2015 and received Royal Assent on March 25, 2015 (S.B.C., c. 5). It is expected to come into force by regulation in 2016. The PTA provides for the Ministry of Advanced Education to regulate private training institutions in B.C.

Performance Plan

Goal: To achieve the smooth transition of PCTIA oversight of the private training sector to the Ministry of Advanced Education for 2016.

Objective: To meet Government's stated goal to transition PCTIA's functions and responsibilities to Government.